

Drama Curriculum Information

Year 6

In Year 6 the girls are introduced to basic skills in narration and re-enactment through the context of Snow White. They are guided by the teaching staff to polish and perfect scenes of their own devising for performance. This forms part of their summative task. The girls then look at a stimulus which encourages the students to explore racial issues and prejudice through a medieval poem. The unit is entitled 'The Green Children'. This has strong links with PSHCE. Through dramatic vocabulary and devices these issues are explored.

Year 7

The first unit the girls on explore bullying issues. The students are provided with a stimulus read by the teacher which indicates the reasons why a normally happy and bright student is suddenly absent from school. The aim of this unit is to ensure that the students develop an understanding of how important it is to create a three-dimensional role in drama with a history and a set of circumstances. It also links with PSHCE and bullying by discussing what this student and peers could do to help this student feel that they want to come back to school. This enriches their pieces, as the performance work becomes more truthful and sincere owing to the girls basing their decisions on how their characters would react in a variety of situations. The students then look at Time and the devices that are available to them to help them communicate to the audience that time has moved forward or back. They are then given the opportunity to demonstrate that they can use these devices independently in their own devising work. This is performed as part of their summative assessment.

Year 8

The first unit the girls focus on is the tragic events surrounding the sinking of the Titanic. They conduct thorough research on the building, launching and voyage of the ship and also collect historical details of passengers and crew. Then using this information they prepare a polished improvisation based in a particular part of the ship. This scene is then put together with the work of other members of the class to portray a piece of theatre exploring the events that occurred on the evening that disaster struck. The aim of this work is to highlight to the students how important research can be in strengthening and enriching their drama work. In Unit 2, the students then look at a visual stimulus connected with the sale of a wedding dress and ring. This is explored and its dramatic possibilities discussed before the students are guided in creating an original piece of drama in groups. This is to introduce the students to the skills and approach required for independent study in Key Stage 4. In this instance the students are guided through every stage.



Year 9

Students in Year 9 focus on the importance of symbolism in Drama. The aim of this work is to allow the girls to experiment with their character development, body language, costume, lighting and sound. Through this exploration the girls develop an understanding of semiotics in dramatic terms, and how, as performers, unspoken messages can be communicated to an audience. This is a skill that is developed further at GCSE level should the girls wish to specialise at the end of this academic year. As part of their summative task the girls prepare to perform an original piece of drama to demonstrate their understanding of this device and whether they can implement it into their work independently. The students then study Anthropomorphism, which involves the study of animals in a basic which they personify to enrich their character development. As part of their summative task, the students place their character into an improvisation which they polish for performance. This work is again aimed at enriching the skills required to enrich their work and allow them to succeed at a higher level.

Year 10 (GCSE)

OCR Specification 1916

At the beginning of this academic year considerable time is spent introducing the girls to the syllabus guidelines, ensuring that they understand the demands of the course and assessment procedures. We also construct a variety of stimulus and style led practical modules, the outcomes of which allow the girls to set measurable targets to achieve success at this level. They then begin their first piece of practical coursework, unit A581 '**From page to Stage**' requiring them to devise an original piece of Drama based on the text studied in class. The students work in groups, but are individually assessed a long side this they will complete a working written record, in the form of a portfolio. When completed this piece of work represents **30%** of their overall mark.

Year 11(GCSE)

OCR Specification 1916

At the beginnings of the academic year students work in preparation for the practical element of their GCSE Unit A582 '**Drama in the Making**' coursework. This piece of coursework represents 30% of their final mark. It differs from the first, as their drama must now be based on a stimulus that could be a poem, song, photograph etc. How



the students use this to inspire an original piece of drama and theatre is open to the student's own interpretation, using skills they have developed throughout the course. This unit is also supported by a written working record. In February students will begin to prepare for the externally assessed practical exam A583 '**Concept to Creation**' also supported with a working record. This work represents **40%** of their overall mark.

Year 12 AS

Drama and Theatre Studies WJEC DA1 and DA2.

In DA1 '**Performance Workshop**' students are required to explore the content of the set text '**In Camera**' by Sartre. Students will either act in a group or contribute their chosen technical production skill to a performance from the set text and will create a devised performance as well. They will work on the ideas of two practitioners, applying one practitioner to the scripted performance and one to the devised performance.

The unit is internally marked and externally moderated. This unit represents 20% of their final mark.

For the second unit DA2 '**Text in Performance**' Students will be required to explore two plays and contribute their ideas in a written paper explaining how they would interpret the two plays one pre 1900 text '**Midsummer Night's Dream**' – **William Shakespeare** and one post 1900 text '**Blue remembered Hills**' by **Dennis Potter** and analysis dramatic relationships of the key characters, explore key themes and apply the semiotic of theatre to their answers. Students will also write a theatre review on two live performances they have seen.

This unit is assessed externally and represents 30% of their final mark.

